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AUTHOR Nies, Joyce I.; LaBrecque, Suzanne V.
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ABSTRACT

The purpose of this curriculum reference is to assist teachers in developing skills to manage change in personal, professional, and social settings. It is divided into two parts. Part I challenges home economics teachers to clarify their attitudes toward change, to assess their change agent knowledge and skills, and to develop action plans for initiating change. Topics covered include personal, professional, and societal changes; responses to change; theoretical approaches to change; the change agent; a model for change; and change implementation. Part II is designed to assist home economics teachers as they help students to recognize, accept or reject, manage, and initiate change in their own lives. It is divided into three sections. First, learning activities are presented which will involve students as they explore the concept of change, describe changes in their lives, identify attitudes toward change, and recognize how these attitudes affect change management. The second section includes learning activities designed to assist students in determining how they have managed or are managing change in their own lives. Finally, learning activities are presented to assist students in developing change agent skills. All activity areas in all three parts follow a similar format: objectives, principles, and learning activities. Evaluative questions and forms are included within the learning activities. (VLB)

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CREATING CHANGE

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by

Joyce I. Nies

Assistant Professor
Home Economics Education
School of Home Economics
North Texas State University
Denton, Texas 76203

Suzanne V. LaBrecque

Assistant Professor
Child Development
School of Home Economics
North Texas State University
Denton, Texas 76203

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Foreword

CHANGE is a six-letter word which spells different things to different people. As change occurs, the status quo is no more. As each of us travels through a lifetime in the world, we live with change. How it affects us is an individual matter.

With the accelerating density of events and density of complex options open to individuals comes the increasing responsibility for making responses to and decisions about managing for the quality of life to which one may aspire. Home economics teachers have long been on the cutting edge of society where change can make a difference in individual lives.

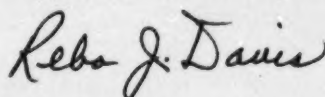
Nies and La Brecque have developed an excellent curriculum reference for assisting teachers to prepare students who can understand and work with change. Their treatise includes both theoretical approaches and practical applications so essential to the usefulness of a publication.

The Home Economics Education Association is grateful to the authors for their commitment of time, energy, and expertise in developing this potentially useful work. Their largest reward will be the learning among teachers and students who benefit from their labors.

HEEA further appreciates the reactions and responses from the members of the Publication Committee and Executive Committee. Special thanks to Sharon Wallace, Publications Chairperson for her contributions.

Creating Change contributes to the continuing purposes of HEEA. These purposes are to promote a better understanding of family and community life, to improve the quality of home economics instruction, and to broaden the scope of the curriculum.

Happy Reading and Teaching,



Reba J. Davis
President 1979-81

Home Economics Education Association
1201 Sixteenth Street, Northwest
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The publication, *Creating Change*, comes to you as part of
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Preface

Change is an ever-present force in all of our lives. As home economists we need to recognize and develop an appreciation for the pervasive impact of change on our decisions and practices. We also need to recognize and develop abilities that will help us successfully implement changes in our classrooms, schools, communities and personal lives. A group of concerned teachers noted that "... if we wish to initiate change ..., the responsibility for action starts with us ..." (Surra, et al., 1974, p. 13).

As teachers we can learn to initiate change rather than simply reacting to actions initiated by others. Such techniques help us affect the type and direction of the change we desire. Being a director of change gives each of us a greater feeling of being in control of our own life.

Change is not a new phenomenon. Each generation has had to manage change. What is new, however, is the rate at which change is occurring. Since the turn of the century the rate of change has continued to accelerate. Some facts that confirm this trend are the knowledge explosion, the speed of transmitting information and the rapid turnover and obsolescence of consumer products.

"There is a past which is gone forever, but there is a future which is still our own." —Robertson

As home economists we can also help others develop skills to deal with change. One consequence of living in this dynamic, fast paced society is that we are confronted with increasing numbers of options. The decision-making process is complicated and made more difficult due to the greater number of alternatives available to all of us. Thus, Toffler (1970) sees preparing individuals to deal with "ever widening choices" as a major challenge. In addition, because of changing career patterns, career counselors predict that in the future employers will be looking for people who know how to deal with change. Most of us can look forward to not one, but a series of careers. This type of future implies decisions, changes and adjustments.

Anticipating and reacting to change creates stress. As we endeavor to accept, reject, initiate or avoid changes in our personal and professional lives, tension, ambivalence and frustration as well as optimism, stimulation and hope arise. Coping with these changes requires that we learn processes for making decisions as well as solving problems. Since we learn by doing, experiences in managing change and solving problems can help us develop these important skills.

"It's the most unhappy people who most fear change." —Mignon McLaughlin

The purpose of this publication is to assist teachers in developing skills to manage change in personal, professional and social settings. In order to be a successful change agent, one must develop positive attitudes toward change and cultivate effective decision making skills. Therefore, this publication is divided into two parts.

In Part I, home economics teachers are challenged to clarify their attitudes toward change, to assess their change agent knowledge and skills, and to develop action plans for initiating change.

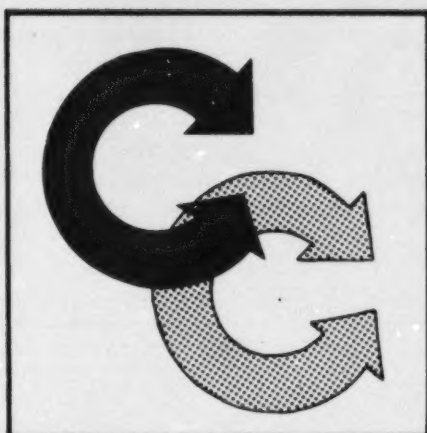
Part II is designed to assist home economics teachers as they help students recognize, accept or reject, manage and initiate change in their own lives. Ideas for teaching students about exploring the concept of change, managing change, developing change agent skills and implementing change are presented.

Joyce I. Nies

Suzanne V. LaBrecque

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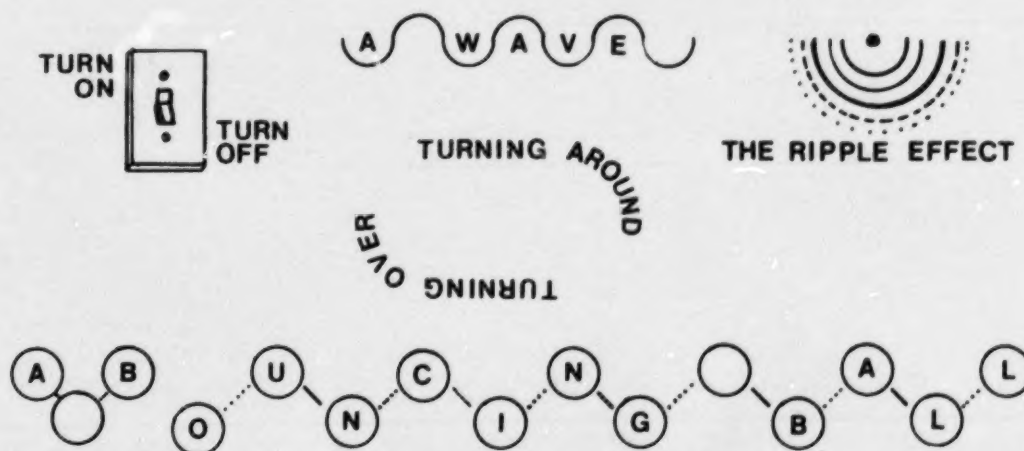


Change and the Home Economics Teacher

"There is nothing permanent except change." Heraclities (540-575, B.C.)

Change permeates all aspects of our lives and is synonymous with growth, development and learning. Although we cannot always predict what changes will occur, we do know that change will take place. We can learn to manage change rather than simply react to change. While change can be exciting and stimulating, it also creates stress, which affects us psychologically and physically.

Individuals picture change in different ways. Below are some "images" of change. Are there specific "images" that reflect your mental picture of change?



Draw in your visual concept of change.

How do you think your students, co-workers, family and friends view change? What implications do you think these various images of change have for managing or responding to change?

Change has both quantitative and qualitative aspects (Fabun, 1967). In a quantitative sense, change is a measurable, observable event. For example, we can count the increased use of electric power, the frequent changes in the price of gasoline, or the increase in knowledge necessary to deal with a particular technological invention. Indicators of consumption or production patterns as well as statistics reflecting demographic trends illustrate quantitative changes in society. Many of these changes are external to us; they happen to us and require reactions or adjustments on our part to deal with the "realities" that exist around us.

Change is also a qualitative experience. In this sense change is less a result of actual changes around us and more a product of our perception of how things are. Qualitative change includes our feelings and attitudes about the events and realities that go on in our world. Thus, each of us knows or experiences change in a unique way.

Dealing with change in a quantitative or objective manner versus a qualitative or subjective manner often requires different strategies and techniques. Developing knowledge and observation skills are required in the first instance while understanding personal values or developing the ability to perceive the feelings of others is important in the latter case.

Our openness or resistance to change influences how well we cope with external forces that impel change as well as our own preceptions and feelings about change. For example, do you think that change is predictable or does it just happen? Do you welcome change, resist change or does it depend on the situation? The checklist on page 3 by Guarnaccia (1978) gives you an indication of how you feel about change.

Take a look at your responses. What patterns do you see? Do your responses tend to be on the left side, the right side or mostly in the middle? A predominance of X's on the left side indicates a degree of resistance to change, while X's on the right side indicate openness to change. To what extent are you more open to change than you expected? How would you like to be more open to change? Under what circumstances are you more open to change?

Let's take the following as an example.

In a monthly home economics staff meeting, plans are being made for changing the curriculum. The main goal for the change is to plan timely and relevant units. In the clothing and textile area the emphasis will be on creating "a better fitness." Students will make tote bags for jogging shoes, tennis racket covers, sweat shirts, and monogrammed warm-up suits. The intent is for the nutrition units studied this semester to be reinforced by the clothing and textiles projects next semester.

The teachers have different reactions. Pat is most enthusiastic; as a jogger she is already generating ideas for class discussions and new learning activities. Adele is apprehensive; as a non-athlete she finds even the suggestion of exercise abhorrent. The fitness unit was not her idea and she had difficulty expressing any enthusiasm at the staff meeting. However, Adele decided that she can most effectively manage the curriculum change by adapting her own knowledge, attitudes and values.

Since the staff meeting, Adele has checked out books on physical fitness; she has attended the high school district track meet; and she has talked with students about the new emphasis in clothing and textiles. Adele is finding the books interesting; the track meet was fun; and the students expressed great enthusiasm for the new projects. By dealing with change in both a quantitative and qualitative manner, Adele is beginning to feel more positive about the proposed changes.

How individuals perceive change determines in part how they manage change. Openness or resistance to change may vary depending on how individuals perceive the consequence of change in their own lives. Areas in which change may have impact can be either personal, professional, societal or any combination of the three.

"How Do You Feel About Change"

Mark an X somewhere on the continuum which best represents your response to the following questions:

1. When I'm trying to change or influence how others think or act, I tend to be very
|-----|
controlling: by advocating strong persuasive arguments considerate: by diplomatically showing how our viewpoints differ
2. When people try to influence my thinking, I tend to react by
|-----|
immediately revealing the fallacies of their arguments and holding fast to my beliefs open-mindedly examining the validity of their views and even accepting some of what they say
3. In my own commitment to growth and development, I tend to
|-----|
set ambitious personal goals and then work hard to achieve them remain flexible to see how conditions shift and direct my life
4. Conflict in the form of arguments, debates, and tensions serves mainly to
|-----|
impede harmony and progress stimulate thinking about innovations and change
5. The amount of social support which I need before I take action is
|-----|
minimal: I prefer to be independent and even outside the group high: I prefer to be with my peers and advance with them as a group
6. The best way for social change and progress to occur is through a
|-----|
charismatic leader who dramatically points people toward a new ideal slow process of discussion and participation involving all those people who have something to contribute

Personal Changes

Another beginning point for examining change is to reflect on changes in your personal life. What changes have you experienced in the last year? Have you moved? Did you change jobs? Did a loved one die? Have you altered your personal appearance? Was your health a problem? Did you travel for an extended period?

How did you respond to the demands of these changes? Were you pleased with these changes, challenged by them, angered by them and/or disconcerted by them? Did you initiate these changes or react to them?

It is interesting to note that change per se, not just negative events, can have a significant impact on our emotions or outlook on life as well as our physical and mental health. A new job or a new child can be happy events, but may require adaptations or changes that have far reaching consequences for adjustment and satisfaction. Strategies for coping with change are thus necessary whether the original event was viewed negatively or positively.

Professional Changes

In addition to the changes experienced at a personal level, professional responsibilities also challenge us to make changes. In your professional life, what changes have you

experienced in the last year? Are you teaching new courses? Are you working with new colleagues? Has funding for your program been augmented in the last year? Are you attempting to do more with less? Did you take on new responsibilities? Did you have a student teacher? Did you take a graduate course(s)?

Professional changes that confront us are often related to the advances and new developments in the different content areas in which we teach. These new developments often mean changes in curriculum content and foci. For example, the new Recommended Dietary Allowances (RDA's) and the U.S. Select Committee on Nutrition's dietary goals might be used as a basis for revising the nutrition and foods curriculum.

Another source of change for home economics teachers is the Federal vocational legislation. One major directive of the 1976 Vocational amendments is that home economics teachers implement changes in their programs to eliminate sex role stereotyping.

This legislation, combined with Title IX of the 1972 Education Amendments, has changed home economics class make-up from being predominantly female to a more balanced number of males and females in classes. Although having males in home economics is not a new phenomenon, some teachers are teaching males for the first time.

In addition to having more males in home economics classes, many teachers are also having to adapt their teaching methods and materials to meet the needs of students of varying ability levels. Students who were once taught in separate classes are now being mainstreamed into the regular classroom. This change in philosophy will have important implications for what is taught as well as the way we teach.

State departments of education also issue directives which lead to procedural as well as substantive changes in programs. Occasionally new courses and teaching materials are developed to meet the goals of new legislation. Often new information is needed on forms such as travel reports, time allocations for classes or additional data on students.

Besides the change directives from the Federal and state levels, teachers must also contend with changes at the local level. There may be changes in administrative and teaching personnel. New people in the school system often work to implement ideas which affect both students and teachers. Different approaches to teaching may be introduced. The teaching emphasis may change to include more individualized or computer assisted instruction. Both approaches require the teacher to change. The introduction of modular scheduling, which allows for students to attend classes for varying lengths of time each day, may be a difficult adjustment for some teachers.

Professional directives for change can come from within the profession as well as from local, state and national levels. Whatever the level, we need to take an active role in directing and implementing change.

Societal Changes

Besides the personal and professional changes we experience, society also forces us to change. The rate of social change is so rapid that we often find ourselves confused, frustrated and even frightened. As home economists, it may seem as if we are groping in the dark as we try to assist others in developing values, norms and procedures for coping with the unknown.

"Progress is a nice word, but change is its motivator and change has its enemies."
—Robert F. Kennedy

What social factors have caused you to change your curriculum in the last year? To what extent have any of your students been concerned about pregnancy, marriage, divorce, drug addiction, abortion, alcoholism, having their mother employed and/or personal career planning? How do you discuss these issues with your students? How are courses in your program designed to help students develop skills to cope with problems in these areas?

Some home economics teachers have developed curriculum approaches for dealing with

change. For example, Slater (1978) suggested a variety of learning activities for a "coping with crisis" unit that could be incorporated into management, child development, family living, consumer education, career education or single living courses. Since the activities in a "coping with crisis" unit can be highly motivating, students are likely to get involved in the topics, ultimately affecting their behavior.

Recognizing the effect rapid technological and social changes have on individual and family lives, Susan Armstrong, an Arizona home economics teacher, developed a new course titled "Century 21."¹ The course is designed to help students develop the maturity needed to understand, manage, direct and use change effectively.

Other forces in society such as automation or the influx of new products necessitates our helping students learn how to make technology work for them. Where in your courses do you include content about uses of computerized washing machines, microwave ovens and/or home computers? How are students encouraged to consider not only what products to buy, but *whether* to buy? When do you discuss solar heating? Many believe that teaching to use new products should be accompanied by teaching old survival skills like food preservation and gardening. What do you think?

In view of rising inflation and energy limitations, Henderson (1978), co-director of the Princeton Center for Alternative Futures, challenged home economists to continue helping people develop their consumption skills and improve their productive skills. The trend in home economics education has been to place more emphasis on consumption skills and less on production. How do you feel about reversing this trend?

Specifically, Henderson (1978) suggested that home economists consider teaching students how to garden, renovate and preserve old houses, practice preventive health behaviors (nutrition, eating habits) and establish and operate small businesses such as second-hand clothing and furnishings stores. In addition, home economics students need training on how to effectively voice their opinions on issues, e.g., environmental laws, TV advertising on children's programs and consumer rights. Which of these ideas have you already incorporated into your program? How would people in your community respond to Henderson's ideas? Where might you begin?

Energy utilization is another area that demands our attention. Home economists can assist people develop new strategies for coping with the decline of some sources of energy. One area where changing energy supplies is likely to have a dramatic effect is on leisure and recreation activities. Some people may no longer be able to afford to drive for pleasure. With travel becoming more expensive, neighborhoods are likely to assume new purposes and function more as an extended family. In the future, neighborhoods may provide cooperatives for food, playgrounds, recreation, babysitting, gardening and sharing special equipment, like camping gear. All of these factors can impact on leisure opportunities and stretch our ability to find new and creative ways to use our leisure.

Societal trends and accompanying changes are one basis for making curriculum content decisions within home economics. If societal trends are ignored, the home economics curriculum will become outdated and irrelevant, ceasing to help individuals and families cope with changes in their lives.

Responses to Change

As we face the accelerating pace of change in our own lives, our reactions to change may vary. Change according to Bennett (1971) "requires people to be deviants." People are called upon to deviate from their old behavior patterns. Deviance creates stress. Thus, management of stress is the primary task of anyone who initiates change or is affected by change. Introducing change raises the stress level of those who will be affected by the change.

Possibly the most basic strategy for coping with the stress and anxiety created by the prospect of change is to do nothing. This passive reaction usually is based on the rationale that "it will pass." An advantage of this reaction is that we usually experience less anxiety and feel less threatened by the direction of the change. A disadvantage of passive acceptance is that we rarely contribute our knowledge and expertise in ways that could affect the outcome.

¹Armstrong, Susan. "Century 21." Course description, 1978.

"It is the nature of a man (woman) as he (she) grows . . . to protest against change, particularly change for the better." —John Steinbeck

Our response to change is more likely to be active if we are being changed or if we are trying to change others. Whether we are open or resistant to the proposed change most likely depends on such things as:

- 1) who is bringing about the change;
- 2) what change is being suggested; and
- 3) how the change will be implemented (Watson, 1969).

Generally we are *less* likely to resist change if we feel some "ownership" in the change. However, if we sense that the change has been designed and is being imposed by others, then we are *more* likely to resist the change. For example, as teachers, we are more likely to develop a new innovative curriculum if we are involved in the planning process, if our ideas and contributions are valued and if our administrators actively support us. If we are told to implement curriculum changes designed by others in our classroom, we tend to resist.

A second factor affecting our reaction to change is the kind of change being proposed. We are more likely to support a change if we think the change will help us improve our teaching techniques, broaden our knowledge base or benefit our students. In addition, if the change is in keeping with our values, priorities and interests as well as not threatening our autonomy, the change will most likely have our support. We tend to be somewhat selective when deciding which changes will have our wholehearted support.

Finally, the implementation procedures affect our response to the change. For example, our reaction to a change is more likely to be positive if the proponents of change are able to listen, to empathize and to reduce the fears and concerns of those opposed to the change. The likelihood of support for change is greater if we can question and discuss the proposal, thereby clarifying possible misconceptions. Also support is gained if we feel the proposed change is open to revision during the implementation process. Thus, the degree of resistance can be reduced if the participants know that they will not be "locked in" to a new procedure.

Considering all the factors which contribute to our responses to change, whether we are positive or negative is dependent primarily on how we feel the change will affect us and whether we have had a role in initiating the change. Innovations which have been imposed on us and require us to make major changes are threatening. It is also threatening not to be included in planning for a change. We tend to feel powerless in terms of controlling what is happening.

When we assume the role of trying to change others, it is helpful to understand how others react to change. Thus, when making changes in the classroom, we need to recognize our student's individual levels of self-esteem, their values and their needs. We must work to involve them in the decision-making processes for planning what affects them.

Helping students develop change agent skills and implement change is easier when they feel good about themselves. Then, they are likely to initiate and manage change in an effective manner; these students tend to be curious, take risks and develop new skills. The knowledge they gain from these experiences makes them better able to recognize and cope with future opportunities. On the other hand, students with low self-esteem may resist when confronted with change. Havelock (1976) reported these students may also be more dependent on others and conform more readily to the norms of the group. Thus, students with low self-esteem rarely find that situations involving change are personally beneficial. As a consequence, our strategies for teaching about and introducing change may have to be modified for different types of students.

When we are initiating change in the classroom it is important to consider both our students' values and our own values. Values are considered to be deep-seeded, lasting beliefs about the most significant objects and ideals in each person's world. Recognizing, considering and respecting students' values, while revealing our own values, helps create an atmosphere of trust and acceptance. A positive, open atmosphere reduces resistance to change.

The strategies for teaching about change and introducing change must also be relevant to

the needs of our students. Needs which are not satisfied cause tension and frustration. Students are more likely to respond favorably to a suggested change if it reduces frustration or leads to less anxiety.

When planning new classroom activities, we will be more effective if we not only consider the students' levels of self-esteem, their values and their needs but also their involvement in classroom decision-making. Students are more committed to the process of change when they are involved. If the change includes their ideas, it becomes a part of them. Involved students are likely to encourage the active participation of other students, thereby increasing the impact of change.

How individuals respond to change depends on who is bringing about the change, what change is being suggested and how the change will be implemented. Whether responses are positive or negative depends on how individuals perceive the change will affect them. Knowledge of and involvement in the change process increases the likelihood of the acceptance of the change by those who will be affected. Understanding how people respond to change can help change agents identify which approaches to change are most appropriate.

Theoretical Approaches to Change

How does change occur? Does it just happen or is it a planned event? Bennett (1971) identified change as a motion from one equilibrium in behavior to another. Disrupting the equilibrium can be brought about by either introducing forces for change or reducing forces which are resistant to change. How do you advocate change? What assumptions do you make about people? Lim (1976, p. 3) developed the following check list. Mark the statement which best describes the assumptions you make when advocating change.

- ____1. I assume that people are essentially rational and will therefore respond to my clear presentation of facts and the common sense of the approach I am advocating.
- ____2. I assume that people change only when sufficient power is applied from the appropriate authority.
- ____3. I assume that personal change involves some readjustment of attitudes, values, and behavior, which tends to occur in a climate of openness and thrust when accompanied by personal and social support.

Did you find this hard to do? Are the assumptions you make dependent upon a particular situation or issue? On the other hand, do you have a preferred way of viewing all situations requiring change?

Our assumptions about people affect the strategies we select to initiate change. The strategies we choose will vary according to the persons and situations we are trying to change. We probably use different approaches to initiate change with our students than we use with our co-workers. Chin and Benne (1969) classified change strategies into three categories:

- 1) rational (cognitive),
- 2) power-legislative (behavioral) and
- 3) re-educative (affective).

Change strategies in the *rational* category are based on the assumption that people are rational. If change can be shown to be desirable and beneficial, people will accept the change because they are reasonable. The emphasis is on cognitive processes. It is believed that if people understand why the change is needed, they are more likely to change. The public educational system, university extension service, applied research and research and development centers are examples of rational approaches to change. If you checked statement number 1 above you are likely to plan your change strategy in terms of what people need to know in order to accept the change.

If you believe that the application of some form of power—political, economic, or moral—

is the only way to bring about change, then you are likely to use strategies in the *power-legislative* category. At times certain groups attempt to exert pressure for change by using non-violent strategies such as strikes, work slow-downs or freedom marches. Some groups resort to violent strategies like rioting, looting and vandalism as power techniques for change.

Changes are often mandated through the enactment of state and Federal laws and judicial decisions. One difficulty with this approach is the tendency of change agents to overestimate the capability of political action to affect change. Desired changes do not always come about simply because a law has been passed. For example, the passage of the 1963 Vocational Amendments did not result in the vocational curriculum changing as quickly as the supporters had hoped. People are more likely to resist changes based on strategies in this category because the change is often being imposed from the outside (i.e., legislative mandate). If you checked statement number 2 above you are likely to use change strategies in the power-legislative category.

When using political strategies, it is often more effective to combine them with strategies in the *re-educative* category. Change strategies within this group are based on the assumption that change requires people to clarify and adjust their attitudes and values. Change agents utilizing strategies within this category are concerned not only with the cognitive but also the affective aspects of change.

According to this viewpoint, changes in certain practices or actions occur as the persons involved change their attitudes and values. Change agents using this approach recognize the importance of the individual's attitudes and values and understand that just presenting the individual with knowledge, information and a rationale is often not sufficient for effecting behavioral change. If you checked statement number 3 above, you most likely utilize change strategies in the *re-educative* classification. You are likely to be successful since these strategies take into account the individual's values, attitudes and feelings within an atmosphere of trust, openness and support (Chin and Benne, 1969).

Change strategies are categorized by Chin and Benne (1969) on assumptions about people's rationality, behavior and attitudes and values. Strategies from these three categories—rational, power-legislative and re-educative—may all be used in a single change effort. The strategies selected however vary depending on the situation and who will be involved in the change process. Knowledge of these basic assumptions can help change agents be more effective in their efforts.

The Change Agent

A change agent is a person who actively works to bring about change in individuals, groups or organizations. A change agent is a key person in the change process. We can be more effective change agents if we possess or develop certain qualities. Jarrett (1973) identified particular knowledge, skills and attitudes which seem to facilitate the change process.

Knowledge is a quality important to one's success as a change agent. If we understand the structure and interdependence as well as the purpose and function of the organization within which we and others are involved, we are more likely to be successful. Being able to identify and utilize informal channels and key individuals within an organization (e.g., school, the extension service or FHA/HERO) is also essential for influencing change.

Skills which contribute to one's effectiveness as a change agent include the ability to develop a plan of action for change and to relate to people during the change process. Prior to developing this plan, we need to be able to diagnose the problem in order to develop a strategy for implementing the change. During the development of a plan of action, interpersonal skills play an important role.

"The art of progress is to preserve order amid change and to preserve change amid order." —Alfred North Whitehead

Another skill which is useful in bringing about change is the ability to create a climate for growth. As teachers we can encourage or facilitate the change process by creating an accepting, warm atmosphere in our classrooms. In a positive, honest environment students are free to explore available opportunities, thus develop new skills and attitudes. When the teacher provides for individual differences, recognizes and encourages students progress, listens to students' opinions and ideas and is open to growth, an effective model for change behavior exists.

The *attitudes* viewed as essential for a change agent are loyalty to a profession and commitment to working and involving others in the problem solving and change process. Our success as a change agent is often related to the degree we can involve others actively in the process. In order to involve other people in the process, we need to be flexible and open to other people's ideas.

In addition to these change agent qualities, Hall (1966) identified several characteristics which indicate an individual's openness and willingness to change. By possessing these change oriented characteristics, we are more likely to gain the support of others in our change efforts.

The first characteristic is *courage*. Choosing to change requires the courage to be different, to take a stand, to speak up. By verbalizing our ideas we often discover others who are experiencing a similar desire to change. Often our ideas are the catalyst others need to explore a new direction for change.

Honesty is another characteristic of a person who is amenable to change. Before we can be open to change we need to be honest about our own behavior and assume responsibility for that behavior. Changing our behavior begins with our identifying the need for change and then choosing to change.

Recognition on the part of the individual that change is needed is yet an additional factor which contributes to a person's willingness to change. If we do not recognize the need for behaving differently we are not likely to be motivated to change. In fact, we are likely to resist change unless we can see purpose in changing.

Hall (1966) suggested that individuals who are open to change are *goal oriented*. Once we recognize a need for change, the next step is to identify our goals and plan strategies for meeting those goals. Some strategies require more change than others.

As change agents we need to accept not only other people but ourselves. Hall (1966) noted the work of Carl Rogers which indicates that the greatest change occurs when we are able to accept rather than reject ourselves. As teachers we can model change oriented behavior. It is important that we know who we are. Our values and ideals should be congruent with our subject matter. We should teach home economics as we experience it.

Our self concepts are related to our effectiveness as change agents. Therefore, the more positive our self concepts, the greater the likelihood we will be successful as change agents. The more secure we feel as persons the more open we will be to others' opinions and choices. Other people's opinions and ideas are not as threatening when we feel good about ourselves.

Effort is the final characteristic of people who are open to change. In order for change to occur, we have to be willing to work and put forth some effort. Change is seldom easy. If we want to create change we first have to accept that responsibility, assess the qualities and characteristics we have, identify those we may need to develop and finally work hard to implement our plan.

Effective change agents possess certain knowledge, skills and attitudes. These qualities combined with openness, courage, goal setting, self acceptance and genuine effort contribute to a change agent's success as one assumes different roles during the change process.

A Model for Change

As home economics teachers, we are in a position to initiate change. The strategy we choose depends on what kind of change we want to effect and what we see as the nature of the problem. Once we have clarified our position on the "what" of the problem, the next step is to become involved in the "how" of change.

To help us with the "how" of change, a number of different models have been developed. These models give an operational framework and suggest particular sequences or approaches to change.

Havelock (1973) developed the following model for change. The model includes steps:

- (1) establish a relationship with the group,
- (2) diagnose the problem,
- (3) acquire resources,
- (4) select the solution,
- (5) gain acceptance and adoption and
- (6) stabilize the change.

A change agent may assume a number of different roles in this model. Havelock (1973) identified the four major roles of a change agent as *catalyst*, *resource-linker*, *solution-giver* and *process-helper*. All of these roles may be useful in the change process.

"It is the first step that counts." —French proverb

By looking at a typical situation that could arise in a home economics department, we can understand how the six steps in the model flow together to form an overall strategy for change. Jane, a home economics teacher, has taught five years in a four-teacher department. She *established a good working relationship* with the other home economics teachers (Step 1). For example, she made efforts to get to know them, worked on committees, was cooperative and open to their suggestions for ways to improve her teaching and took time to find out about other people's interests and concerns.

Using this as a basis of support, she was ready to move on to Step 2—*diagnosing the problem*. She was concerned about energy-related issues and believed that energy-use concepts should be incorporated into the curriculum. She discussed this concern with her department chairperson, who asked her to present her ideas to the other teachers at their next department meeting. She decided to assume an active role by first pointing out reasons why home economics teachers need to change curriculum content to include energy-related concepts in order that students understand the relationship between personal and family decisions and energy-usage. In this case Jane took the role of catalyst. She was concerned about the present curriculum (i.e., omission of energy-usage concepts) and brought the problem before the other staff members. She initiated the change process.

Step 3 of the change model entails *resource acquisition*. During this stage resources were identified which could facilitate the change process. Resources may be people, places and/or information. Jane acted as a resource-linker by identifying resources within and outside the department that were useful as the curriculum was revised.

Having identified a variety of resources for solving the problem, the home economics teachers were ready to *select a solution* (Step 4). Jane also assumed the solution-giver role. However, just because she had a solution did not mean others would accept it. Jane had some ideas about how to incorporate energy-usage concepts into the curriculum; however, she was careful not to give the impression that she had all the answers. All her co-workers were involved in selecting a solution for incorporating energy concepts into the curriculum.

When Jane succeeded in getting the teachers to want to change, to identify a variety of resources and to select a solution, the teachers determined the procedure for implementing the solution. During this stage an *implementation procedure* was accepted and adopted (Step 5). Jane assumed the role of a process helper by assisting teachers as they identified a course of action and carried out the implementation responsibilities. Jane also encouraged acceptance and adoption by modeling the attitudes and actions necessary to bring about the change.

During the final step, *stabilization*, the home economics teachers developed the ability to maintain the changes that were implemented. Jane assumed the role of encourager by focusing attention on how home economics teachers can be change agents.

Havelock's (1973) model provides a framework for implementing change. The process begins with establishing a relationship with the group, followed by diagnosing the problem, acquiring resources, selecting the solution, gaining acceptance and adoption and finally stabilizing the change. Throughout the process the change agent often assumes the role of catalyst, resource-linker, solution-giver and/or process-helper. Thus, change agents perform key functions in the change process.

Change Implementation

Theoretical knowledge about change is interesting, but only meaningful when it is used in the change implementation process. Now you are familiar with the concept of change! You are ready to become involved in the change implementation process. Given that you established rapport within the environment or organization in which you want to initiate change, you are now ready to identify problem areas for change and develop a plan of action to implement the needed changes. The success of your change efforts will depend on the care taken during the overall planning process. The action plan presented below is adapted from *Women As Agents of Change* (Aurich, 1978) and is consistent with steps identified by Havelock (1973) in the previous section. The plan of action includes the following steps:

- (1) identify goals and objectives,
- (2) identify resources,
- (3) identify potential support and opposition,
- (4) plan action strategies,
- (5) implement the plan and
- (6) evaluate the results.

"Initium dimidium facti—the beginning is half the deed." —Latin Proverb

Step 1: Identify goals and objectives.

A. What is the problem?

Example: The school is not complying with Title IX.

Your problem:

B. What change needs to take place?

Example: Administrators and teachers work to implement Title IX guidelines.

Identify the change:

C. List alternative ways of bringing about the change.

D. Formulate the objectives.

The following procedure might help.

1. Project into the future—six months, 1 year, 5 years. In specific terms describe what should happen six months after the change has taken place. What changes do you want to see 1 year later? Five years later?

"The farther backward you can look, the farther forward you are likely to see." —Winston Churchill

2. List these changes, identifying as many as come to mind.

3. Probably more changes were listed than can be accomplished. Evaluate the alternatives: Which ones are most important? Which ones are most achievable? What are the priorities? These alternatives become the objectives.
Example: To implement a plan for eliminating sex bias in the home economics curriculum and department.
List the objectives.

Step 2: Identify resources.

Initially it is important to know who are the "people" resources. Who can and is willing to do what? What special knowledge and expertise do the resource people have? Consider where these people are—some may be within the system while others may be outside the system.

A. Special knowledge and expertise

Example: Several teachers in school have participated in Title IX implementation workshops; an advisory committee member has written a column for the local newspaper; two of the home economics teachers have held leadership positions in several professional organizations.

B. People within the system

Example: The chairperson of the English department has added a course on "Women in Literature" to the curriculum; others involved in implementing Title IX have been the girl's athletic coaches, the vocational advisory committee and guidance counselors.

C. People outside the system

Example: The Title IX consultant in the state department of education has volunteered to do a Saturday workshop on evaluating the progress of Title IX implementation. Local women's organizations like NOW and AAUW have developed materials on the role of women in contemporary society.

What data are already available to support your position? Example: Title IX self-evaluation forms indicate that males and females are not treated equally.

D. Data available**Step 3: Identify potential support and opposition.****A. Review the objectives.****B. Identify who is likely to support the effort. One of the quickest ways to do this is to think about who will gain from the action. Who is likely to lose? Do not restrict thinking at this point. Consider all possible sources of support.**

Example: teachers, student groups, advisory committees, parent groups, community organizations, women's organizations.

Identify potential supporters.

"Knowledge and timber shouldn't be much used until they are seasoned." O.W. Holmes

C. Identify who is likely to oppose the effort.

Those people who feel that change means a loss of power, status or money are likely to oppose the change. Example: Coaches may oppose Title IX implementation if they believe that increasing sports opportunities for females will result in a reduced budget for males.

Opposition may also come from those whose roles will be altered. Change is threatening, therefore people prefer to support the status quo, the known, rather than risk change which is unknown. Once the potential opposition has been identified try to determine the objections so that they can be countered with facts and arguments.

Identify people who might oppose the proposed innovation.

Step 4: Plan action strategies.

Now it is time to formulate possible action strategies to accomplish the objectives. Again, do not limit the possibilities. Identify all potential strategies. Example: Prepare a report on Title IX violations in the vocational programs, make suggestions for improvements and present to administrators, school board and PTA.

A. List possible action strategies.

B. Identify the strategies which are most likely to help reach the goal(s).

C. Look at the strategies again. What changes are needed? Who would make decisions about these changes? Identify the decision makers. How can they be influenced?

D. Finally, before selecting strategies, consider the time, energy, and money needed to carry out each strategy.

E. To clarify responsibilities complete the following chart:

WHO	WILL DO WHAT	BY WHEN	ANTICIPATED OUTCOME

Step 5: Implement the plan.

Now you are ready to begin implementing the plan. The action plan is a guide and an organizing point for the change efforts. Sometimes plans which appear effective on paper are not in practice. If the change agent is flexible, s/he can try another approach.

Change agents working in a school system are likely to be more successful when they use the established school channels. Receiving written responses from school officials clarifies their position on the prospective change and increases the likelihood of success.

Step 6: Evaluate the results.

The final step is to evaluate the results and determine how effective the change efforts have been (Aurich, 1978). Action is not complete until it has been evaluated.

- A. Was this an appropriate problem to work on? Was the goal stated accurately? Were the objectives appropriate? Clearly stated? If not, in order to continue with the action plan, go back to Step 1.
- B. Were some important resources left out? If so, go back to Step 2.
- C. Were potential support and opposition groups identified? Was everyone who needed to be involved in the change process included? Was everyone who needed to be informed about the proposed changes informed? If not, go back to Step 3.

- D. Why were some action strategies more effective than others? Were appropriate action strategies selected? If not, go back to Step 4.
- E. Did everyone understand their assignments? Were assignments completed? Did the plan have the outcomes expected? Was the timetable realistic? If not, do additional action strategies need to be planned?

"And whether you achieved your desired change or not, celebrate the good effort you made, and your working together!" (Aurich, 1978, p. 11).

Change is a constant in everyone's life. Change is experienced at personal, professional and societal levels. The challenge to teachers is not only to manage change but also to direct change. Effective change directors understand factors which influence individuals' responses to change. These directors can fulfill the varied roles of a change agent as they provide leadership during the planning and implementing stages of the change process.



Change and the Student: Learning Activities

Teachers have a responsibility not only to be involved with change but to help students explore the concept of change and develop skills to manage and initiate change. The following learning activities are designed to help in this process. This section is divided into three parts. First learning activities are presented which will involve students as they explore the concept of change, describe changes in their lives, identify attitudes toward change and recognize how these attitudes affect change management. The second part includes learning activities designed to assist students in determining how they have managed or are managing change in their own lives. Finally, learning activities are presented to assist students in developing change agent skills.

All parts follow a similar format. First objectives are listed, followed by principles and then learning activities. Evaluative questions and forms are included within the learning activities.

These change concepts and learning activities could be incorporated into many content areas and adapted to fit the needs of individual classes and students. Hopefully these teaching ideas will serve as a springboard to stimulate additional ideas for teaching about change.

EXPLORING THE CHANGE PROCESS

Activity Area 1 - Personalizing Change

Objectives: The students will be able to:

- recognize that change takes many forms,
- personalize their definitions of change,
- describe recent changes in their own lives,
- identify inevitable changes in their own lives,
- share personal change experiences in a creative manner to see how individuals are interrelated.

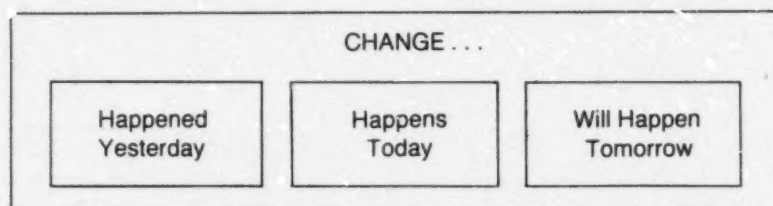
Principle: Each person's definition of change is dependent on his/her stage of development and previous life experiences.

Learning Activities:

1. To introduce students to the concept of change, the teacher might make a transparency listing quotes about change. Some examples follow.
 - *"For a thought to change the world, it must first change the life of the man (woman) who carries it. It must become an example."* Camus

- *"Everything changes but change itself."* John F. Kennedy
- *"Change is a law of life. And those who look only to the past or present are certain to miss the future."* John F. Kennedy
- *"The world is a scene of changes; to be constant in nature is inconstancy."* Cowley

2. Students might brainstorm other descriptions and aspects of change.
3. The teacher might ask the question "Does anything remain the same or does everything change?" Follow this question with class discussion contrasting inevitable changes with things the students would like to have remain the same. Inevitable changes include things such as age, health, responsibilities and relationships. Things the students might like to have constant may include world peace, religion, friends, family, health and freedom.
4. To illustrate that change is dynamic, the classroom bulletin board might be based on the concept that change happened, happens and will happen. An example follows.



The teacher might ask the students to find pictures to illustrate these ideas. Pictures to consider might be fashion, hair styles, housing, furniture, household equipment, types of families and family activities.

5. A transparency of examples of "Happiness is . . ." or "Love is . . ." cartoons might be used to introduce the concept of change to the class. The students might prepare cartoons to demonstrate the phrase "Change is . . ." These cartoons could be reproduced in a class booklet, displayed on the bulletin board or transferred onto t-shirts.
6. The students might complete Change Activity Form #1.
7.
 - a. After discussing personal changes in their lives, students might bring something to class that represents a recent change they have experienced. Some examples might include a hobby (camera), job (uniform), friends, (picture), hair style, braces (applied or removed; before and after pictures), courses (books), room arrangements (scale drawings), loss of a pet (leash), or hospitalization of a family member (card).
 - b. In small discussion groups students might share their changes and try to combine them in a sentence or two. For example: Josy started a plant-selling business; Jim got his hair cut; Bob became assistant manager of a local restaurant; Susan was elected student council president. A sentence might end up as: After getting a hair cut, the student council president sold plants to the restaurant's assistant manager. This is a fun creative process that will help students think about each other's changes.
8.
 - a. Arrange a field trip to the local Senior Citizens Center where a panel of grandparents might speak to the class about changes that have occurred in their lives. The panel discussion might focus on changes in home, work, community, leisure, health and life style. The senior citizens might express their concerns and give advice about changes in the future.
 - b. Follow-up class discussion of field trip could include the following questions: What changes did the panel discuss? How did the effect of the changes vary depending on the participants sex, race, occupation, birth place (rural-urban)? Which changes were experienced by all participants? Which changes were unique to specific participants? What factors contributed to changes being general or specific? How were their concerns about the future similar to the students? Dissimilar?

Change Activity Form #1

Directions: Complete the following sentences with the first thoughts that enter your mind.

1. Change is _____.
2. A change in my life that I feel good about is _____.
- _____.
3. Changes make me feel _____.
4. I'm excited about changes when _____.
- _____.
5. Change affects my relationships with other people by _____.
6. A change in my life that I feel bad about is _____.
- _____.
7. I dread change when _____.
8. Moving to a new community every few years makes me _____.
- _____.
9. Staying in the same community for a long time _____.
- _____.
10. In the future _____.
- _____.

Activity Area 2 - Exploring Attitudes Toward Change

Objectives: The students will be able to:

- identify their attitudes toward change,
- list attitudes which contribute to effectively managing change.

Principle: Individuals' attitudes toward change influence their ability to effectively manage change.

Learning Activities:

1. a. Introduce students to the concept of attitudes toward change by having students complete Change Activity Form #2. After students have completed the form, discuss their responses to each statement.
b. Students might compute their change attitude score by adding up their scores for the odd numbered statements (Score #1 on the form), and then adding up their score for the even statements (Score #2 on the form). The odd numbered items are change resistant and the even numbered statements are change supportive. Therefore, the higher the score on the even numbered statements, the more favorable one is toward change. A score of 18 is the highest possible score for each index. The higher the score on odd numbered statements, the more resistant one is toward change.
c. Students may compare their two scores. Are they more favorable or resistant toward change? Is there consistency in favoring or showing resistance to change or is there a mixed reaction? What are some reasons for their reactions toward change?
2. a. Individuals' attitudes toward change influence how effectively they can manage change. One's self confidence, enthusiasm, optimism, flexibility, willingness to accept responsibility and self control affect one's ability to manage change. Students might role play these attitudes and skills. Discussion could focus on how an attitude or skill can help a person manage change.

Suggestions for role play situations:

Optimism. Being positive helps one accept change more readily. Lori is enrolled in the home economics cooperative education program. She has been working for 8 months at a fabric store. She really likes her job. On Friday, Mrs. Reed, her boss, told her that she was pleased with her work and in two weeks would like her to begin working at her other store across town. Role play Lori showing an optimistic attitude as she talks about this change with her best friend.

Flexibility. Being flexible helps one adjust to change. John pre-registered for his fall high school classes last spring. He was upset when he came to school in the fall and was told that the human relationships class he had scheduled was closed. Role play John having a flexible attitude as he talks with his counselor.

Enthusiasm for life. Being enthusiastic and energetic contributes to one's ability to manage change. Joe's mother received a promotion, which requires the family to move to another state and reside in a different kind of community. Role play Joe being enthusiastic as he tells his friends about getting to move.

Willingness to accept uncertainty. Changes are accompanied by uncertainty. Sara's mother and father are having marital problems. Last week her father moved out. Sara is uncertain about the future. She wonders if her parents will get back together. If they don't what will happen to her? Will she stay with her mother or go with her father? Will she be moving to a new home? Role play Sara talking over these concerns with a teacher.

Self-Confidence. Being confident in one's own abilities makes it easier to manage change. George worked on the lighting crew for school productions to past two semesters. Yesterday the drama director asked George to head the crew. Role play George talking with a friend about the new assignment.

Self-Control. Being able to control emotions helps individuals think more clearly and behave positively when coping with change. Angela has just found out that she did not make the basketball team. She spent months practicing and training and is very disappointed. Role play Angela's reaction as she talks to her coach.

Change Activity Form #2

Directions: How accurately do the following statements reflect your attitude toward change? Rate them using the following scale.

All of the time = 3

Some of the time = 2

None of the time = 1

1. Before I will try something new, I have to be sure it's worth my time. _____
2. Whenever I hear about something new I can't wait to try it. _____
3. When I'm satisfied with a situation, I don't want anything to change. _____
4. I can't afford to stop learning different ways of doing things since changes occur so rapidly. _____
5. When new ways of doing something are introduced I usually wait for someone else to try them first. _____
6. I make an effort to keep up with new developments in areas I'm interested. _____
7. I think people waste too much time trying new ideas, which aren't fully developed. _____
8. I like seeing new places and meeting people. _____
9. Since trying new procedures causes problems and stress, I prefer to enjoy things the way they are. _____
10. I'm always trying out new ways of doing things. _____
11. I prefer to use tried and true ways of doing things. _____
12. I like rearranging my living environment. _____

score #1 (score for odd numbered statements) _____

score #2 (score for even numbered statements) _____

b. After role playing students might discuss the positive attitudes displayed by the "actors" and why they were able to be positive. Also they might discuss how each could develop additional positive attitudes toward change. Possible responses might be:

- If you can identify how the change can benefit you and others, you are likely to be more open to change.
- If you see change as challenging rather than defeating, you are likely to be more open to change.
- If you are in good health, you are likely to have an easier time adjusting to change.

MANAGING CHANGE

Activity Area 3 - Managing and Predicting Change

Objectives: The students will be able to:

- categorize changes that have occurred in the past year,
- compare different ways individuals manage change,
- predict possible choices they might make in the future,
- identify what they would like to retain in the future.

Principle: An individual's attitudes toward change influences his/her ability to manage change.

Learning Activities:

1. Divide students into small groups and give each group a large poster labeled with one of the following topics: our families, our town, our friends, our school, ourselves, our nation.
 - a. Students might list changes that occurred in each category during the past year.
 - b. Posters could be displayed in front of students. The class might discuss responses and add changes to each list.
 - c. The following questions might be addressed:
 - Which changes do students feel most positive about? Most negative about? What factors contribute to their feelings?
 - Which changes are controllable? Why or why not?
 - How can students influence a particular change?
 - What kind of changes do students expect in each category in the next 10 years?
 - What can students do *now* to prepare for those changes?
2.
 - a. Students might sketch or find pictures of the houses they hope to live in twenty years from now. The teacher might initiate student "flashbacks" by having students reflect on the numbers and types of homes they have lived in during their lives. How did they feel when they found out about the move? How did they prepare for the change? What made the change easier?
 - b. Students might interview their parents to ascertain the different types of homes their parents have occupied. A possible interview form follows (Change Activity Form #3).
 - c. Students might discuss trends in housing and how they feel people will respond to these changes. Some trends to consider might be: solar heating, thermal glass, underground housing, multiple family dwellings, zero lot line, mobile homes, restoration, size of dwelling. Students could reflect on their own feelings about these changes.
 - d. In order to plan for change, students could "remodel" the sketches of the homes they hope to have in twenty years by detailing features that will meet the demands of the 21st century.
3.
 - a. Students could look through fashion magazines to identify new trends. After completing this exercise, the teacher might ask the following questions.

How do other people respond to changing styles? Some people:

 - ignore current trends and wear what they have,
 - alter their old clothes to be more fashionable,
 - sell their old clothes to purchase new ones,
 - save their old clothes until they come back in style,

Change Activity Form #3

1. When you first left home what kind of home did you have? _____

2. How was moving from home a positive or negative experience? _____

3. What did you do to prepare for your move? _____

4. How far from your family did you move? _____

5. How often did you move? _____

6. Why did you move? _____

7. How many types of homes have you lived in? (Such as dormitory, apartment, mobile home, duplex, single family dwelling, etc.) _____

8. In what ways was it difficult to make these changes? _____

9. Which changes were the most difficult? The easiest? _____

10. How did you manage these changes? _____

- select accessories to make their old clothes look stylish,
 - make new clothes,
 - buy new clothes to keep up with the times and/or
 - combine some of these alternatives.
- b. How do you cope with changing fashions? Ways people respond to and manage new trends reflect their values.
- c. Are there any designs or qualities in current styles that you would like to retain in the future?

Activity Area 4 - Assessing the Stressful Effects of Change

Objectives: The students will be able to

- analyze Holmes' Life Change Stress Index,
- list changes in their lives during the past year,
- develop a class Life Change Stress Index for teenagers,
- assess a personal stress score for the past year.

Principle: The number of changes experienced affects personal stress and adjustment.

Learning Activities:

1. Make a transparency or distribute copies of Holmes' Life Change Stress Index to the class. Have students work in pairs to assess how stressful each event would be to teenagers. Have students rate each Life Change Stress Index item on a scale from 1 to 10 with 1 being the lowest stress and 10 the highest stress.
 - a. Compile the student ratings for each item.
 - b. Rank the items from highest to lowest to show the scale, i.e., which items are at the top of the list and which items are at the bottom of the list?
2. Students could list changes in their lives or lives of other teenagers during the past year and use the list to develop a Life Change Stress Scale for teenagers. Items might include breaking up with a dating partner, quarrel with a friend, trouble with a sibling or parent, pregnancy, etc. Compare the teenage Life Change Stress Index with Holmes' adult Life Change Stress Index. What are the differences? What are some possible reasons for the differences?
3. Based on the class Life Change Stress Index, students could assess their personal stress scores for the last year. A score of 200 life change units on the Holmes' Life Change Index for adults is about as much as one person can handle. What would be a high stress score for teenagers?
4. To further examine change and stress, the teacher might direct class discussions by asking some of the following questions.
 - When you examine the changes you have experienced, have these changes had a positive or negative effect on your life?
 - Which stress was the easiest to manage and which was the most difficult? Did the scoring on the scale match your response, i.e., was the easiest given the lowest score and was the most difficult given the highest score?
 - Consider your reactions to each change you experienced. In the future would you like to respond differently if a similar event occurred? If so, how? What are some ways teenagers can deal with stress in their lives? Recommended techniques might include: talking with a counselor, parent, minister, teacher or friend, getting enough sleep, eating correctly, exercising, meditating, breathing exercises, delving into a new activity.
 - People of different ages experience different changes and respond differently to them. Sometimes when a person experiences too many stresses s/he becomes physically ill. Think about an older person to whom you feel close. How would s/he respond to some of the same stresses you experienced? Discuss this issue with a partner. Have a large group discussion to summarize class members ideas.

Life Change Stress Index

Event	Scale of Impact	Stress Score for Teenagers
Death of Spouse	100	_____
Divorce	73	_____
Marital separation	65	_____
Jail term	63	_____
Death of close family member	63	_____
Personal injury or illness	53	_____
Marriage	50	_____
Fired at work	47	_____
Marital reconciliation	45	_____
Retirement	45	_____
Change in health of family member	44	_____
Pregnancy	40	_____
Sex difficulties	39	_____
Gain of new family member	39	_____
Business readjustment	39	_____
Change in financial state	38	_____
Death of close friend	37	_____
Change to different line of work	36	_____
Change in number of arguments with spouse	35	_____
Mortgage over \$10,000	31	_____
Foreclosure of mortgage or loan	30	_____
Change in responsibilities at work	29	_____
Son or daughter leaving home	29	_____
Trouble with in-laws	29	_____
Outstanding personal achievement	28	_____
Spouse begins or stops work	26	_____
Begin or end of school	26	_____
Change in living conditions	25	_____
Revision of personal habits	24	_____
Trouble with boss	23	_____
Change in work hours or conditions	20	_____
Change in residence	20	_____
Change in schools	20	_____
Change in recreation	19	_____
Change in church activities	19	_____
Change in social activities	18	_____
Mortgage or loan less than \$10,000	17	_____
Change in sleeping habits	16	_____
Change in number of family get-togethers	15	_____
Change in eating habits	15	_____
Vacation	13	_____
Minor violations of the law	11	_____

Holmes, T.H. & R.H. Rahe. The social readjustment rating scale. *Journal of Psychosomatic Research*, 1967, 11, 213-218.

Activity Area 5 - Preparing for Future Changes

Toffler (1970) suggested that one way to prepare for future changes is by assessing how much time and emotional energy is invested in different parts of one's life. The next step is to predict how our time and energy investments might change.

Objectives: The students will be able to:

- assess the approximate amount of time and emotional energy they invest in different activities and relationships,
- predict how this amount of time and emotional energy expended in different activities and relationships may change,
- identify ways to prepare for and manage these changes.

Principles:

One's stage in the life cycle affects how much time and emotional energy is invested in different activities and relationships.

Assumptions about the future are based on probable changes in relationships and activities.

Current decision-making is affected by assumptions about the future.

Learning Activities:

1. a. Teachers can introduce this topic by having students complete Change Activity Form #5.
- b. After completing the form, discuss or have students write responses to the following questions.
 - What did you discover about yourself?
 - Do you see any areas that will change in the future?
 - How can you prepare for these changes?
 - Does your distribution of time accurately reflect what is important to you? If not, how can you change your activities to include the people and activities that you value?
 - By judging from how you spend your time can you identify your values? Have you chosen your values or have they been imposed on you? How can you best choose and initiate changes in your own life?
- c. The teacher might lead a class discussion focusing on the following questions and points.
 - How did the percentage of time for different parts of their lives change in five years?
 - In what areas do students see the greatest changes?
 - Did the students identify similar changes? Where?
For example, if the students are sophomores, in 5 years they will have graduated from high school. If they establish their own residences, their parental and sibling relationships are likely to change. If they are working, more time will probably be devoted to their jobs.
 - How might the amount of time and energy one invests in these different activities and relationships change in 10 years? 15 years? This exercise may be difficult for students; however, it is likely to help them make some assumptions about their future. As they look ahead they will be able to predict some patterns of change. During some years each of us can expect greater changes than in others. These assumptions concerning future changes may be used as students make decisions in the present.

Activity Area 6 - Developing Support Systems to Help Individuals Manage Change and Crisis

Some people experiencing severe crises or major life changes find individual counseling beneficial. However, Toffler(1970) stated that for many kinds of crises, i.e., frequent moves, job demotion, worker-supervisor conflicts, no counseling help is available. To alleviate this problem, a counseling network of professional and lay persons could be formed.

Objectives: The students will be able to:

- identify support systems for helping individuals manage crises,
- describe their personal role in forming a support system to help individuals manage crises.

Change Activity Form #5
My Time and Emotion Forecast

Directions: Complete the following form by guessing the percent of time you now devote to these different activities and relationships. Project the amount of time you may spend five years from now. Also estimate the percent of emotional energy you have invested for each part of your life. This will be harder, but give it a try. Remember your total percentage cannot add up to more than 100!

Parts of your life	Now		5 years from now	
	Percent of Time	Percent Emotional Energy	Percent of Time	Percent Emotional Energy
School	_____	_____	_____	_____
Recreation	_____	_____	_____	_____
Church	_____	_____	_____	_____
Sister-brother relationships	_____	_____	_____	_____
Friend relationships	_____	_____	_____	_____
Boyfriend/girlfriend relationships	_____	_____	_____	_____
Parental relationships	_____	_____	_____	_____
Work (job)	_____	_____	_____	_____
Hobbies	_____	_____	_____	_____
Home responsibilities	_____	_____	_____	_____
Other	_____	_____	_____	_____
Total	_____	_____	_____	_____

Principle: When a crisis occurs, an active support system facilitates managing change.

Learning Activities:

1. Students might list crises experienced by people they know. What support systems were available to assist them? What support systems were needed? Have any of these systems been developed since this crisis occurred? Explain.
2. Students might brainstorm different types of support systems that could be organized to help people manage crises. Possible suggestions might be:
 - Newcomers club
 - Babysitters cooperative
 - Crisis hot line
 - Care-Ring-Elderly or potential child abusers or others in need, receive two check-in phone calls per day
 - Meals on Wheels
 - Parents Without Partners
 - Parents of Twins
 - Dial a "listener"
 - Children of Divorced Parents
 - Families of terminally or chronically ill individuals
 - Alcoholics Anonymous
 - Alateen
 - American Cancer Society support groups such as: I can cope (with cancer); Reach to recovery (following a mastectomy); Ostomy club (artificial opening following colon surgery)
3. Students might consider ways they could provide an active support system either individually or collectively for another person(s) experiencing a crisis. How would they help the other person(s) recognize alternatives for managing change?

Activity Area 7 - Identifying Personal Reactions to Crises and Exploring Ways to Manage these Changes

Objectives: The students will be able to:

- identify their reactions to possible current and future crises,
- explore ways to manage these possible current and future crises.

Principles:

One's stage in the life cycle affects the severity of a crisis and one's response to it.

Learning Activity:

1. Students could complete Change Activity Form #7.

The fifteen crisis events are divided into three groups of five events each. The events include crises that might affect our material possessions, family, friends and selves.
2. After students have completed the form, discussion questions could include:
 - Was this difficult to do? Why?
 - Do crises that were ranked as #1 and #5 in each section have any commonalities? For example, are they crises that related to their families? Material possessions? Themselves personally? Did students consistently rank items involving these categories as #1 or #5?
 - What can students do now to prepare for dealing with crises in their lives?
 - What kinds of skills do they need to develop in order to manage crises in their lives?
 - If a crisis you ranked as number 1 occurred, what are some changes you would have to make to manage that crisis?
 - Now look at your second column. What are some of the similarities and differences in the two rankings? Why are there differences? How do you think your life will be different in five years?

Change Activity Form #7

Directions: The following list of events could cause a crisis. In each grouping of events rank the items from 1-5 placing a 1 after the event which if it occurred now would cause the most severe crisis. Then consider whether each event would be a crisis in five years and rank the items again.

Possible Crisis Events	Cause a Crisis now	Cause a Crisis in five years
1. Your best friend drowns.	_____	_____
2. Your home is destroyed by a tornado.	_____	_____
3. You are in a car accident and are paralyzed.	_____	_____
4. One of your parents has a nervous breakdown.	_____	_____
5. Your grandmother dies.	_____	_____
.		
1. You are arrested for possession of drugs.	_____	_____
2. Your parents divorce.	_____	_____
3. One of your siblings dies.	_____	_____
4. A flood damages your home.	_____	_____
5. Your mother loses her job.	_____	_____
.		
1. Your household possessions are stolen.	_____	_____
2. You (or your dating partner or spouse) become pregnant.	_____	_____
3. Your parents stop supporting you financially.	_____	_____
4. One of your parents dies.	_____	_____
5. A member of your family becomes an alcoholic.	_____	_____

DEVELOPING CHANGE AGENT SKILLS

Activity Area 8 - Identifying Possibilities for Change and Change Strategies

Objectives: The students will be able to:

- identify possibilities for change in their own lives,
- explain different strategies for planning for change.

Principles:

- Change is possible in any area of one's life.
- Change strategy selection is dependent upon the described outcomes.

Learning Activities:

1. a. The teacher could write the words personal, school, family, community and nation on the chalkboard. Students could brainstorm all the possible types of changes they would like to see occur in each of the areas listed on the board. Which categories had the most as well as the least suggested number of changes? Which changes are likely to happen? Who controls the likelihood of these changes happening? What can students do as individuals to initiate change? How does change come about? Which changes elicit their strongest feelings or reactions? In which situation(s) is their role active or passive?
b. Begin by examining personal change choices. Students could list things they would like to change about themselves.
c. Then students may identify one specific change for themselves. Students could complete the following change contract. This contract encourages the students to adopt a plan of action and to have a support system to facilitate their change efforts.
2. A number of different change strategies can be used to bring about change. These change strategies can be classified into three major categories:
 - a. rational,
 - b. reeducative
 - c. power-legislative.These categories are based on assumptions about how people behave. (See pp. 7-8 for an explanation of these categories.) The teacher might introduce students to these change strategy categories by having students respond to the assumption statements on p. 7.
3. a. Distribute the case examples on p. 31 to the students and have them identify which category the change strategies would fit. Case A is an example of a rational change strategy. Case B is an example of a reeducative strategy and Case C is an example of a power-legislative strategy.
b. After students have read the examples and identified the category of the change strategies, discussion might focus on combining strategies from different categories. Effective change plans may utilize different change strategies. For example, in case study B, the students initially decide to try to change student food attitudes. In addition to changing attitudes, they might also use different techniques to teach nutrition to students. They could even use power-legislative techniques to change the food-vending policy, i.e., removal of "empty-calorie" vending machine foods.

Activity Area 9 - Planning and Implementing Change

Objectives: The students will be able to:

- identify a problem area for effecting change,
- identify the goals and objectives of the change efforts,
- identify resources and potential support and opposition,
- plan action strategies,
- implement a plan of action,
- evaluate the results.

My Change Contract

Name _____ Date _____

Specific, individualized change goal _____

What I will do to accomplish goal _____

Date I expect to accomplish this goal _____

How I will know I have succeeded _____

Signatures _____ (student)

_____ (teacher) (optional)

Case Example A

Several high school students are concerned about the environment and ecological issues. They want to "actionize" this concern. They decide that one project they could initiate in the community would be a recycling center. The students decide that in order to win community support, they must inform people about the need and value of a recycling center. They decide to do this by writing articles for the local newspaper and organizing a speakers' bureau to present programs to community organizations.

Case Example B

The students in Jack's food and nutrition class have discovered their preference for a variety of nutritious snack foods. They are upset about the vending machine snack choices in the lunch room. These machines only offer empty calorie foods. In order to provide nutritious snack foods, they have requested vending machines with these foods. The administration agreed; however, the machines will be placed in the lunchroom on a 6 month trial basis. If the machines do not show a profit they will be removed. In order to promote sales of these foods the students decide to work on changing student food attitudes. They do this by offering food samples, displaying posters and distributing flyers throughout the school.

Case Example C

The natural resource limitations are of concern to students at Lincoln High School. The science club members decide that their student body could contribute to the national energy conservation efforts by requiring students and staff to car pool. They also feel that no one should be allowed to drive off-campus for lunch hour. Students and staff who desire to eat off campus may do so, but they must walk. In order to have individuals follow this policy, initiators of the plan present their ideas to the superintendent, the school board, the faculty and the student congress. Their goal is to have the plan accepted by these groups and adopted as school policy.

Principles:

Accomplishing the change goal is dependent upon the development of a plan of action that specifies the steps for achieving that goal.

A variety of resources can be used to implement change.

If individuals who will be affected by the change are included in the planning for change, they are more likely to be supportive of the change.

The change is more likely to be implemented if those in authority within the system support the change.

Learning Activities: This process for implementing change is similar to the one presented in Part I. An important point to emphasize with students is that the success of change efforts is dependent on careful planning. To communicate the steps for an action plan, the teacher might prepare a worksheet or transparency of the following steps:

1. Identify goals and objectives
2. Identify resources
3. Identify potential support and opposition
4. Plan action strategies
5. Implement the plan
6. Evaluate the results

Next the class could go through the process of developing a relevant plan of action. The teacher or a class member could be the discussion leader.

Step 1: Identify goals and objectives.**A. What is the problem?**

Example: Students at Lincoln High are concerned about not having experience in working in the community with people whose needs are different from their own needs. Your example:

B. What change would you like to see take place?

Example: Students feel their school experience would be greatly enhanced if they could volunteer their services in various community agencies. Your example:

C. List all the ways to bring about the change.

Examples: a) Change the curriculum to include as a required course. b) Encourage students to volunteer their services. c) Encourage various school organizations to require members to participate. d) Offer community service participation as an experimental course. Your example:

D. List objectives. The following procedure might be helpful.

1. Look into the future . . . six months, one year, five years. The planned change has occurred. In specific terms, describe what is happening.

2. Write a list of as many changes as come to mind.

Example: Fifty percent of the student body participates in community service electives. Students rotate field assignments often discovering several areas of special concern and interest. Students in the first graduating class after this program was initiated have assumed leadership roles in several community organizations. Students report having an easier time with career decisions because of their field experiences. Students report that their field experiences made it easier to find jobs. Your changes:

3. From this list evaluate the alternatives and identify the most important and achievable. Prioritize the changes on the list. These alternatives are the objectives. Example: (1) As a result of the field experience program, school/community relations will improve. (2) Participating students will gain skills and experience for finding and securing jobs. (3) Participating students will identify potential career choices. (4) Students will have more options in the curriculum. Your objectives:

Step 2: Identify resources.

At the outset students need to recognize who can help them. These persons are called resource people. You might ask who can and is willing to do what? Students might begin by identifying resource people in the school system. Then they could add to the list of persons outside the school system.

- A. People within the school system

Example: interested students, teachers and principals. Your example:

B. People outside the system

Example: directors and participants in various community agencies, interested parents, the mayor, city council members and the newspaper staff. Your example:

C. Identify the special knowledge and expertise of people resources.

Example: cooperative education supervisor who has established a working relationship with community business leaders and home economics teachers who have worked with community people on advisory committees. Your example:

Step 3: Identify potential support and opposition.

A. Go back and review your objectives.

B. Identify who is likely to support your efforts. Think about who is likely to gain from the proposed change. At this point it is important to consider all possible sources of support.

Example: students, families, preschool children, the elderly, school-age children, community agencies and school. Your example of potential supporters:

C. Identify people who might oppose your proposed change. Consider who is likely to lose student enrollment, on campus teaching and/or a faculty position. The people who oppose change often feel that change means a loss of power, status or money. Role change is often threatening to people. Whose position will be altered by your proposed change? Example: teachers whose courses will no longer have full enrollments; teachers who have to travel to supervise students in field experience; parents who object to off-campus work. Your example:

Step 4: Plan action strategies.

Consider the specific objections that the opposition will have. This exercise can help you prepare facts and arguments to counter the objections.

Now brainstorm all possible action strategies. Identify all potential strategies.

A. List possible action strategies.

B. Identify those strategies which are most likely to help reach the goals.

C. Examine the strategies again. What changes would you like to see happen? Who would make the decision about the changes? How can the decision makers be influenced?

D. Finally before selecting your strategies consider the time, energy and money needed to carry out each strategy.

E. To clarify responsibilities complete the following chart:

WHO	WILL DO WHAT	BY WHEN	ANTICIPATED OUTCOME

Step 5: Implement the plan.

Now you can begin. The action plan should be considered the guide for organizing the change efforts. Occasionally plans do not work out so it is important to be flexible and willing to try other approaches.

Step 6: Evaluate the results.

To determine the effectiveness of the change efforts, evaluate the results. Change Activity Form #9 could be used.

Change Activity Form #9

Now that you have completed your change efforts, it's time to find out how you did. Use this form to guide you in this process.

Mark each phrase using the following code:

Excellent = 4

Very Good = 3

Fair = 2

Poor = 1

Omitted or incomplete = 0

___ Identified a change that was appropriate to work on.

___ Group members agreed on goals and objectives.

___ Identified important resources.

___ Identified potential support and opposition.

___ Involved people in the change process.

___ Informed people about what you were doing.

___ Selected appropriate action strategies.

___ Prepared a realistic time table.

___ Accomplished objectives.

The next time you take on a change effort, what will you do differently? But also don't forget what you did well!

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READER RESPONSE

Please provide the information below and return at your earliest convenience.

1. I am a teacher in _____ special education _____ regular education _____ other (specify.)
2. Level: _____ elementary _____ middle _____ high school.
3. In my school district implementation of PL 94-142 (education of the handicapped law) is _____ successful
_____ inadequate _____ other (specify).
4. I need assistance through _____ in-service _____ materials _____ class size change.
5. My school administration is _____ very helpful _____ poorly informed in assisting teachers to educate
handicapped students.
6. The local Committee on the Handicapped is _____ excellent _____ inadequate _____ not functioning
_____ nonexistent.
7. Please place my name on your mailing list for announcements of new publications and materials related to the
education of students with handicapping conditions _____

Name _____
Address _____
City/State/Zip _____
State and local NEA Affiliate _____

Mail to NEA/IPD
Education of Handicapped Students
1201 16th Street, N.W.
Washington, D.C. 20036

NEA Resolution adopted by the NEA Representative Assembly

B-25. Education for All Handicapped Children

The National Education Association supports a free, appropriate public education for all handicapped students in a least restrictive environment, which is determined by maximum teacher involvement. However, the Association recognizes that to implement Public Law 94-142 effectively—

- a. The educational environment, using appropriate instructional materials, support services, and pupil personnel services, must match the learning needs of both the handicapped and the nonhandicapped student.
- b. Regular and special education teachers, pupil personnel staff, administrators, and parents must share in planning and implementing programs for the handicapped.
- c. All staff must be adequately prepared for their roles through in-service training.
- d. The appropriateness of educational methods, materials, and supportive services must be determined in cooperation with classroom teachers.
- e. The classroom teacher(s) must have an appeal procedure regarding the implementation of the individualized education program, especially in terms of student placement.
- f. Modifications must be made in class size, using a weighted formula, scheduling, and curriculum design to accommodate the demands of each individualized education program.
- g. There must be a systematic evaluation and reporting of program developments using a plan that recognizes individual differences.
- h. Adequate funding must be provided and then used exclusively for handicapped students.
- i. The classroom teacher(s), both regular and special education, must have a major role in determining individual education programs.
- j. Adequate released time or funded additional time must be made available for teachers so that they can carry out the increased demands placed upon them by P.L. 94-142.
- k. Staff must not be reduced.
- l. Additional benefits negotiated for handicapped students through local collective bargaining agreements must be honored.
- m. Communications must be maintained among all involved parties.
- n. All teachers must be accorded by law the right of dissent concerning each individualized education program, including the right to have the dissenting opinion recorded.
- o. Individualized education programs should not be used as criteria for the evaluation of teachers.
- p. Teachers, as mandated by law, must be appointed to state advisory bodies on special education.
- q. Teachers must be allowed to take part in the U.S. Office of Special Education and Rehabilitative Services on-site visits to states. Teachers should be invited to these meetings.
- r. Incentives for teacher participation in in-service activities should, as mandated by law, be made available for teachers.
- s. Local associations must be involved in monitoring school systems' compliance with P.L. 94-142.
- t. Student placement must be based on individual needs rather than space availability. (78, 80)